

THE NEEDS OF HOME ECONOMICS STUDENT TEACHERS
AS EVIDENCED IN THE COURSE SECONDARY SCHOOL TEACHING
AT KANSAS STATE TEACHERS COLLEGE AT EMPORIA, KANSAS

by

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INTRODUCTION

Teacher education has been a major responsibility of Kansas State Teachers College at Emporia, Kansas, since its beginning. Established in 1863 for the express purpose of preparing teachers for the elementary and secondary schools of Kansas, this goal has been and still is an important one for this college. As the school grew and broadened, the preparation of teachers for junior college, colleges, and universities was added.

The preparation of home economics teachers began at this college in 1908 with quite limited offerings and facilities for teaching in this field. Since then the requirements were gradually changed in keeping with the growth and development of home economics and teacher education throughout the United States and likewise the course offerings and names were changed.

In 1957 the college was approved by the State Board for Vocational Education for the training of home economics teachers for high school vocational departments. This meant that the curriculum for such prospective home economics teachers included more courses in home economics and in vocational and home economics education. Two plans were then available to students: a major of 24 hours in home economics and the approved vocational major of 36-40 hours. In both instances the professional training included six hours of secondary school student teaching in the student's major field.

Student teaching has long been regarded by educators and students as the most important part in the student's professional education program. Providing practical and meaningful experiences with children or youth during the student teaching period has been a fundamental policy since the establishment of the Kansas State Teachers College. In the beginning the student teaching experiences were given in what was known as the "model school" and was called "practice teaching". At first this school was a part of the city schools but directed by the teachers college. After 1880 the school became a part of the college. From this modest beginning supervised experiences in student teaching in a well equipped laboratory situation have evolved giving student teachers an opportunity to make a beginning in the development of some professional skills.

How the student teachers succeed with this opportunity for developing creativeness and skill may determine whether or not they want to be teachers and their success in getting their first job. Albanese (1955) found in her study of home economics student teachers at Ohio State University that one-third of these student teachers changed their attitude toward teaching as a career and toward adolescents during their student teaching experience.

Home economics students planning to become teachers have a right to expect their college to provide experiences that will give them maximum opportunity for growth both personally and professionally. From the time teacher training schools were established until the present, teacher educators in home economics

along with those in other fields have been striving to find the methods that yield optimum returns in this respect.

A widely accepted principle in teacher education is that the more realistic the student teaching experiences are the more valuable student teaching is to a person. Teacher training institutions have found a number of effective ways to provide a realistic situation. These include doing the student teaching in a college laboratory school, a cooperating high school, or a university high school. In any of these situations students come in contact with several professional persons each of whom has a share in the responsibility for helping the students to meet their present and future teaching needs.

Home economics student teachers at Kansas State Teachers College have their initial teaching experiences in the college laboratory high school known as the Roosevelt High School in the course called "Secondary School Teaching" and in the section for home economics students. This high school is housed in a new two-story secondary school building equal to any public high school in Kansas which accommodates 180 pupils. It is staffed by competent master teachers known as supervisors. The high school homemaking classes that are available for student teaching experiences are: seventh grade homemaking required for both boys and girls; eighth grade homemaking required for both boys and girls; Homemaking I, an elective for ninth and tenth grade girls, and Homemaking II, an elective for eleventh and

twelfth grade girls. The course, Secondary School Teaching, carries six semester hours of credit. Two of these credit hours have been designated for a methods of teaching course which parallels the student teaching experiences. This course is taught by the laboratory school's home economics supervisor who also directs the student teaching experiences. The home economics student teachers have no methods course prior to student teaching. However all those seeking approval for teaching in a vocational homemaking department take the course, Vocational Home Economics, which gives some preparation for the teaching of homemaking. In 1957-58 the division of teacher education finished a transition from the one-half-day-semester plan for student teaching to a block-plan in which the student teacher spends all day for nine weeks in the laboratory school. Both plans included teaching and observing in home economics classes at both junior and senior high school levels, personal conferences, principal's conferences, and extra class activities.

Among the most important bases upon which programs, curriculums and courses are developed and improved are the needs of the students served by these educational units. Needs as thus used in this study were defined by Doane (1942) as lacks or shortcomings of youth as seen by teachers and other adults as a result of their broader experience, and which they believe should be met to a significant extent by the educational unit involved. To these lacks which are the differences between what students are now and what another person or persons believe

they should be now or in the future, intellectually, morally, or physically, Doane (1942) gave the title, predicated needs.

Courses in student teaching by all means should be planned and revised in relation to needs evidenced by students enrolled in these courses. Such needs include both personal and professional needs. Included are the need for certain personal qualities or traits and teaching abilities, an adequate background of home economics courses and homemaking experiences, and various group experiences.

In the teaching of the home economics section of the course Secondary School Teaching, there were evidences that a study of the needs of the students should be made. A brief review of the course and various incidents taking place in it during the year indicated that a more intensive consideration of the course would be of value to both the home economics staff and the students. Therefore this study was made to ascertain the students' needs or lacks relative to student teaching that were evidenced in the section of the course, Secondary School Teaching, for home economics students and to suggest possible ways of meeting these needs.

REVIEW OF LITERATURE

A review of literature indicated concern for improving student teaching experiences in home economics in a number of recent studies of different aspects of home economics teacher education. Though reported studies dealing with the needs of student teachers in home economics were extremely limited, those

that had some bearing upon this study were reviewed and presented here.

Washington (1947) made a study of various ways of evaluating student teachers in home economics. She said that evaluation should be done in relation to the needs of student teachers. She further stated that student teachers should be evaluated for (1) their knowledge of subject matter, (2) their understanding of pupils, and (3) their skill in management. According to her the evaluation should not be limited only to those qualities most readily measured, but attempts should be made to collect evidence in regard to all the goals that had been formulated for student teaching.

Chaddock (1952) reported a study of the home economics teacher training programs in 37 colleges widely distributed throughout the United States to determine the factors involved in establishing a good teacher training program. Two of her recommendations were that a period of 18 weeks should be the length of the student teaching period for home economics teachers. She also said that it was highly desirable for a home economics student teacher to have some experience in visiting in the homes of the pupils, studying personal records of pupils, learning about the activities and occupations of the community, assisting in the housekeeping of the department, assisting in the purchasing of supplies for the department, attending faculty, parent-teacher, and professional meetings, assisting with the hot lunch program, assisting with the adult class programs, and taking part in community activities.

An exploratory study of one method of helping home economics student teachers improve their teaching in relation to cooperative learning was conducted by Stringer (1952) at the University of Tennessee. A major part of the study was constructing and using a device which would serve as a basis for helping student teachers to clarify their concepts of teaching, to do better teaching, and to become self-directive in evaluating their teaching. The instrument developed was called "A Daily Record Sheet for Student Teaching". Six student teachers cooperated in the study and both the supervisor and the student teachers kept a record of the work done by the student teachers. All of them met for a daily evaluation. In the end representative records were selected and judged according to criteria previously set up concerning the evidences of goal setting, the attainment of the goals, and cooperative pupil behaviors. The ratings were compared and conclusions drawn. It was agreed that the student teachers had made progress in promoting cooperative learning by their pupils, but that there was a need for these student teachers to develop better understandings of how to promote cooperative learning.

In a study of the abilities important in evaluating the competencies of home economics student teachers in 54 teacher training institutions, Bare (1953) found that competency in the subject matter area of home economics was ranked first by teacher trainers. Ranking high also was applying their knowledge of psychology. Teacher trainers were not consistent in their rating of applying the knowledge of society and on the whole this item

rated relatively low among the areas of competence. She concluded that the teacher educators in this study appeared to believe in a strong subject matter background and did not believe in teaching techniques isolated from students or particular teaching situations. She said that improvement needed to be made in evaluation practices in relation to the present day philosophy of homemaking. She thought that not enough emphasis was being placed on understanding individuals as members of groups. Teacher educators, as indicated by the group in this study, needed to clarify the role of home economics in relation to the family as a part of the community and of society in general.

Penton (1955) compared the ratings of 18 student teachers by 130 junior high school pupils in Denton, Texas, with the student teacher's self evaluation and the ratings of the college supervisor. The junior high school pupil's ratings included seven aspects which were: (1) liking for teacher, (2) ability to explain, (3) kindness, friendliness, and understanding, (4) fairness in grading, (5) discipline--keeping order with the children, (6) amount of work required, and (7) liking for lessons. The pupils rated the student teachers high in being liked by pupils, and in their ability to explain. They thought that the student teachers knew their subject matter and could explain clearly. The student teachers could also see problems from the pupil's point of view. Sixty-seven per cent of the pupils thought the student teachers were fair in their grading, but did not rate them high in discipline or in the amount of work required of the pupils.

In the self-evaluation, four aspects were checked by the student teachers. These were (1) professional qualifications, (2) professional techniques, (3) personality traits, and (4) social traits. The student teachers rated themselves highest on command of the English language, their attitude toward teaching, and the classroom atmosphere maintained. Personality traits that rated high were disposition, good health, and understanding pupils. They also rated themselves high on these four social traits: work with youth organizations, cooperation with the supervisor, congeniality, and freedom from prejudice. The college supervisor used the Dungan and Young standard rating scale for her evaluation. Her ratings were highest in personal qualities and lowest in extra-class activities.

In general the student teachers were found consistently to rate highest in personal factors and lowest in qualities of professional competence. Discipline was rated low by all three groups. Appraisals of the ability of student teachers to conduct classroom activities so as to obtain cooperation of pupils were uniformly low. The study gave added indications to the frequently held idea that it is more difficult for teachers to attain high ratings in this area of teaching than in the other areas. Penton (1955) recommended that major attention should be devoted to this aspect of the teacher preparation programs in home economics.

Albanese (1955) in her study on the bearing of student teaching experiences upon attitudes toward teaching as a career and toward pupils found that the student teaching experiences seemed to have brought about changes in their attitudes. The 43 student

teachers at Ohio State University that participated in this study were grouped in the light of information secured from interviews, autobiographies, and student personnel records into three attitude groups which were positive, uncertain and negative. She found that 33 per cent of the respondents in the study appeared to have changed to some extent their attitude toward teaching as a career and toward adolescents. Six of the fifteen in the uncertain group moved to the positive group and two who were rated negative moved to this group. Three who were in the positive group moved to the uncertain group. Seven in the negative group definitely remained there being more firmly convinced that teaching was not for them. In attempting to define certain background factors and experiences which may affect attitudes toward teaching and toward adolescents she listed these as being pertinent: academic competency, experiences with adolescent groups, participation in school and community activities, place of residence, and parental education.

A suggestive guide for cooperative home economics teachers working directly with student teachers to help them in learning to become home economics teachers was prepared by Cronkite (1956). It was based mainly upon the needs of student teachers as she knew them. A list of activities student teachers could do in gradually assuming class responsibilities provided for immediate participation in class routine. Suggestions also were given for group and individual conferences. The chief guide was a check list of 55 items divided into these groups: class room activities and experiences; related activities and experiences; activities

related to FHA; and desirable activities for the summer preceding the course in student teaching. The check list was devised for easy checking for both the student and supervisor or cooperating teacher. Space was provided for student and teacher comments on the quality of work done, difficulties encountered, the value of the activity or experience, and the resulting enjoyment.

Wilson (1956) reported that the success of a homemaking teacher could be predicted by her social service score on the Kuder Preference Record and from the scores on the temperament traits of the Guilford-Martin Personnel Inventory. She based her statement on her study in the use of these instruments with 44 home economics teachers. She found that those who had high social service scores used good teaching techniques, sponsored extracurricular activities, assisted in community projects, were interested in their work, had good knowledge of home economics and kept up to date professionally. In the area of temperament, that of agreeableness had the greatest predictive value. From this score, according to Wilson, (1956) the teacher's success in keeping her pupils' achievement on the level it should be, her interest in pupils' out-of-class activities, her probable influence on the lives of her students, her interest and expendability in concerns of the community, and her interest and enthusiasm for her work could be estimated. A high score in objectivity predicted the teacher's use of good teaching techniques, her knowledge of her subject matter field, and her influence on the lives of the pupils. The cooperativeness score predicted the teacher's leadership, initiative, self-reliance

and her use of professional and social talents in participating in community responsibilities.

All of the studies reviewed indicated in various ways the vast importance of student teachers' experiences in their professional education program. The importance of a good subject matter background, the development of basic teaching competencies, and a variety of experiences were generally regarded as necessary parts of student teaching experiences.

METHOD OF PROCEDURE

The data for this study were obtained by means of a personal data sheet, a general information sheet, and a rating scale of teaching abilities prepared by the investigator, and the Minnesota Rating Scale of Personal Qualities and Abilities (Appendix). The personal data sheet and the general information sheet in their preparation were checked by a group of home economics teachers experienced in working with home economics student teachers. The rating scale of teaching abilities was also checked and tried out by these teachers. Revisions were made as indicated and the instruments duplicated for use.

Thirty-one home economics student teachers at Kansas State Teachers College at Emporia were the subjects involved in this study which extended over a period of four semesters. It was carried on during the semesters they were enrolled in the course, Secondary School Teaching, and included their student teaching in home economics.

The personal data and general information sheets were filled out by the student teachers when they first reported for their student teaching experiences. The two rating scales were used by the supervisor, who was the investigator in this study, during the student teacher's period of teaching. Each student teacher actually taught homemaking classes for four or five weeks during the semester.

Each student teacher was rated at the beginning, near the middle, and at the end of this teaching period by the supervisor. The data obtained from these sources were tabulated, analyzed, and summarized.

FINDINGS

Thirty-one student teachers enrolled in the course, Secondary School Teaching, at Kansas State Teachers College of Emporia during the school years 1956-57 and 1957-58 were the subjects of this study. All were home economics and teaching majors and in their senior year. During the period of this study, Kansas State Teachers College was approved for training vocational homemaking teachers. Five student teachers were meeting the requirements for this type of teaching certification.

The student teachers in this study varied widely in ages, past experiences, and abilities. There was also variation in their responsibilities and experiences during the teaching period. Of these 31 student teachers nine were married and four had children. Two were attending college along with their husbands. One student had managed the home for her father and younger

sister for a number of years. Eight students had returned to school after being out for a period of a year or more. One student teacher was a homemaker who had raised a family and in 1953 decided to work for a college degree. Her first interest was dietetics but she enjoyed her student teaching experience so much that she decided to remain in the teaching field. There was one student teacher who had taught elementary school for 12 years and another had had one year of work experience before her senior year. One student teacher had three small children and three student teachers each had one child. There was also a student teacher from Okinawa who had done some teaching in her native country before coming to Kansas State Teachers College. Speaking the English language was a difficulty for her and somewhat of a handicap in her teaching.

The enrollment of the 31 student teachers in the section of Secondary School Teaching for home economics students during the two years was as follows: fall semester 1956, 11 student teachers; spring semester 1957, five student teachers; fall semester 1957, seven student teachers; and spring semester 1958, eight student teachers. For the first three semesters of the study the one-half day plan for student teaching was followed for the homemaking department. In this, the student teacher spent one-half day daily in the laboratory school for one semester and had her teaching experiences during that time. Beginning with the fourth semester of the study or the spring of 1958 the transition to the block plan was begun. This meant that a student teacher would spend a full day daily in the school for

nine weeks instead of the 18 weeks in the half-day plan. However, during this transition period only one student teacher followed the new plan.

For convenience in reporting the study each student teacher was given a number and all were arranged into five groups according to the grade which they received at the end of the six hour course, Secondary School Teaching (Table 1). Two-thirds of this grade was for the student teaching part of the course and one-third was for the methods of teaching part. This group was used throughout the study and was as follows:

Group I	High A or 3.0 grade points
Group II	Low A or 2.6-2.9 grade points
Group III	High B or 2.1-2.5 grade points
Group IV	Low B or 1.5-2.0 grade points
Group V	C or 1.0-1.4 grade points

An integrated four year homemaking curriculum was taught in the laboratory high school during the time of the study which is the prevailing pattern now in this school and likewise in many others. The courses in this curriculum were known as: 7th grade homemaking, 8th grade homemaking, Homemaking I, and Homemaking II. This meant that all areas of home economics and a number of phases of each were taught every year. The areas of home economics were regarded as foods and nutrition, clothing and textiles, child development, family relations, family economics and management, housing and equipment, health and home care of the sick. Therefore it was desirable for student teachers to

Table 1. Grouping of Student Teachers according to final course grades.

		Grades or Marks		
		Student	:	:
		Teaching	:	Methods : Course
Group 1:				
Student	Teacher no. I	A	A	A
Student	Teacher no. II	A	A	A
Student	Teacher no. III	A	A-	A
Student	Teacher no. IV	A	A-	A
Group 2:				
Student	Teacher no. V	A-	A-	A-
Student	Teacher no. VI	A-	A	A-
Student	Teacher no. VII	A-	A	A-
Student	Teacher no. VIII	A	B	A-
Student	Teacher no. IX	A	B /	A-
Group 3:				
Student	Teacher no. X	A-	B /	B /
Student	Teacher no. XI	B /	B /	B /
Student	Teacher no. XII	B /	A	B /
Student	Teacher no. XIII	B /	B /	B /
Student	Teacher no. XIV	B /	B /	B /
Student	Teacher no. XV	A-	B /	B /
Student	Teacher no. XVI	A-	B	B /
Student	Teacher no. XVII	A-	B /	B /
Student	Teacher no. XVIII	A-	B	B /
Student	Teacher no. XIX	A-	B /	B /
Group 4:				
Student	Teacher no. XX	B	B /	B
Student	Teacher no. XXI	B-	C /	B-
Student	Teacher no. XXII	B	B	B
Student	Teacher no. XXIII	B /	B	B
Student	Teacher no. XXIV	B /	B-	B
Student	Teacher no. XXV	B /	B	B
Group 5:				
Student	Teacher no. XXVI	C	C	C
Student	Teacher no. XXVII	C	C-	C
Student	Teacher no. XXVIII	B	C-	C /
Student	Teacher no. XXIX	C /	C /	C /
Student	Teacher no. XXX	C	B	C /
Student	Teacher no. XXXI	B-	C	C /

have some background education and experiences in most of these areas of home economics previous to their student teaching.

The calendar of units for each year's course was set up by the supervisor and the student teachers chose those that they felt most prepared to teach. Though most of them taught in one area of home economics, whenever possible they taught in more than one area (Table 2). The pattern followed then was to teach one unit quite early in the semester and the second one in the latter part of the semester. Student Teacher II, the only person on the block plan, taught short units in three different areas of home economics and also in four different classes.

The offerings in Home Economics at the Kansas State Teachers College are such that all areas are well represented. The courses total 18 in number and 42 in semester hours. As many as 40 semester hours of courses may be counted toward the degree, B. S. in Education. In addition there are related and supporting courses offered by other departments; some are required and some are elective. It is possible for a student to be prepared adequately for teaching a homemaking curriculum when she graduates, if she so plans her curriculum. A review of the home economics course of the student teachers in this study indicated a variety of preparation. The range of the number of home economics courses completed was from four to sixteen (Table 3).

Table 2. Time of teaching period and area of units taught by student teachers.

Student	:Fall:	Spr.:	:Fall:	Spr.:	
Teacher	:1956:	1957:	1957:	1958:	Class and Area Taught
Group 1					
no. I			x		7th, foods; 8th, clothing;
no. II				x	7th, grooming; 8th, boys clothing selection; I, clothing; II, foods;
no. III			x		7th, clothing;
no. IV		x			I, home care of sick; 8th, clothing.
Group 2					
no. V			x		II, family relations 8th, grooming;
no. VI	x				I, foods;
no. VII	x				8th, boys child care; 8th, boys personal relations;
no. VIII	x				7th, foods;
no. IX		x			II, home management.
Group 3:					
no. X			x		I, foods;
no. XI	x				7th, grooming; 7th, buying and selecting clothing
no. XII		x			7th, foods; 7th, boys personal relations;
no. XIII			x		II, clothing; II, housing;
no. XIV			x		7th, clothing; 8th, boys grooming;
no. XV			x		I, first aid; I, housing;
no. XVI			x		I, clothing; 8th, child care;
no. XVII			x		I, related art; II, clothing;
no. XVIII	x				I, clothing;
no. XIX	x				8th, boys foods.
Group 4					
no. XX			x		8th, boys foods; 8th, clothing;
no. XXI			x		I, clothing; 8th, foods;
no. XXII			x		8th, child care; 8th, housing;
no. XXIII	x				II, personal and family relations;
no. XXIV		x			8th, foods; 8th, clothing;
no. XXV		x			II, foods; II, clothing.
Group 5					
no. XXVI			x		II, foods;
no. XXVII			x		I, clothing; 7th, foods;
no. XXVIII	x				8th; clothing;
no. XXIX	x				II, family relations;
no. XXX	x				I, child care; I, interior decoration;
no. XXXI	x				7th, foods.

Table 3. Number of college courses in home economics completed prior to student teaching experience

Student Teachers		Foods & Nutrition	Clothing & Text.	Fam. Rel.	Child Guid.	Fam. Econ.	Hous. Equip.	Health	Total	Mean
Group I:										13.3
no. I	*	4	4	1	1	1	2	1	14	
no. II	*	3	4	0	1	1	1	0	10	
no. III	*	3	4	1	1	1	2	1	13	
no. IV	*	3	4	1	0	3	4	1	16	
Group II:										8.4
no. V	*	4	2	1	1	0	0	0	8	
no. VI		3	2	1	0	2	2	0	10	
no. VII		3	2	1	0	0	1	0	7	
no. VIII		5	1	1	0	0	0	0	7	
no. IX		3	2	1	1	1	2	0	10	
Group III:										8.4
no. X	*	3	4	1	1	2	1	0	12	
no. XI		3	3	1	1	1	1	0	10	
no. XII		2	1	0	0	1	0	0	4	
no. XIII	*	3	3	1	1	1	1	0	10	
no. XIV	*	2	1	0	1	0	0	1	5	
no. XV		3	2	1	1	1	0	2	10	
no. XVI		2	1	1	1	0	0	0	5	
no. XVII	*	3	4	1	0	2	1	1	12	
no. XVIII	*	3	3	1	1	1	0	0	9	
no. XIX		2	3	1	0	1	0	0	7	
Group 4:										8.8
no. XX	*	3	4	1	1	1	1	2	13	
no. XXI	*	3	3	1	0	0	0	0	7	
no. XXII	*	3	2	0	1	2	0	0	8	
no. XXIII		2	2	1	1	1	1	0	8	
no. XXIV	*	3	3	0	0	3	1	1	11	
no. XXV		2	1	1	0	1	0	1	6	

Table 3. (concl.)

Student Teachers	Foods & Nutrition	Clothing & Text.	Fam. Rel.	Child Guid.	Fam. Econ.	Hous. Equip.	Health	Total	Mean
Group V:									9.1
no. XXVI	3	1	1	1	1	1	0	88	
no. XXVII	3	3	1	1	1	1	1	11	
no. XXVIII	3	3	1	1	1	0	0	9	
no. XXIX *	2	3	1	1	0	0	0	7	
no. XXX	1	5	0	0	0	1	0	7	
no. XXXI	4	4	1	1	2	1	0	13	
Total									9.6

* indicates those who had the course, Vocational Education

The students of Group I as a group had completed the greatest number of home economics courses with a mean of 13.3. With only three exceptions, each area of home economics had been included in their courses. The students of Group II and III were similar in their number of background home economics courses, each group having a mean of 8.4. In Group III the range of courses was from 4 to 12 courses. Student Teacher XII who had had 12 years of elementary school teaching had completed only four home economics courses. However, she had a deep interest in home economics along with many practical home experiences. Student Teachers XXIV and XXVI who had only five home economics courses each were both homemakers with several years of practical homemaking experience. Group IV had a mean of 8.8 home economics courses finished which is slightly above that of Groups II and III. Groups V which represented the C grade group had a mean of 9.1 which was very near the mean of 9.6 for the entire group. Two members of Group V had completed 11 and 13 courses respectively. The mean for the others of this group was 7.7 courses.

All the student teachers had had at least one course in each of the areas of foods and nutrition and clothing and textiles. Most of them had had two or three courses in these areas. One course in each of the other areas was quite common. Twenty-five had had a course in family relations; 20 had one course in child guidance; 22 a course in the area of family economics as consumer economics, family finance or home management; 18 had had one or more courses in housing and equipment; and 12

had had a course in family or personal health.

The professional course, Vocational Education, was taught by a member of the Home Economics Department and gave preparation for the type of curriculum being taught in the laboratory school. Fifteen of the student teachers had taken this course. These students were the four of Group I, one in Group II, five in Group III, four in Group IV, and one in Group V.

Assuming responsibility for important and worth-while home activities contribute to leadership and experience which are important in becoming a home economics teacher. All but one of the students indicated that they had had some homemaking experiences during the past year, the amount and kind varying widely (Table 4). Twenty-six of the 31 student teachers in this study had constructed five or more garments for themselves during that time. Twelve had done considerable sewing for others. Twenty-two had planned the entire decorative scheme for a room in their homes. Nineteen had experiences in meal preparation, food purchasing, and caring for the home for one month or longer. Sixteen had assumed the care of a baby for one week or longer; of these, five were mothers rearing their own children. Seventeen had managed the home for a month or longer. Of this group nine were married and one kept house for her father and had full responsibility for the home.

The experience had by the fewest number of student teachers was that of caring for a sick or convalescent person for two weeks or more. Only nine reported that they had this experience. Additional experiences checked were baby sitting by five students;

Table 4. Certain home responsibilities performed over a period of time.

Task performed	Student Teachers listed by numbers															
	I:	II:	III:	IV:	V:	VI:	VII:	VIII:	IX:	X:	XI:	XII:	XIII:	XIV:	XV:	XVI:
Meal preparation and food purchasing for 1 month or longer.	x	x		x	x		x	x		x		x		x	x	x
Made 5 or more garments for yourself at home within 1 year.	x	x		x		x	x	x		x	x	x	x	x	x	
Made 5 or more garments for other members of your family within 1 year.			x				x	x		x	x			x		x
Assumed the management of the home for 1 month or more	x	x		x			x	x		x		x		x	x	x
Assumed the care of the home for 1 month or more	x	x		x	x		x	x		x	x	x		x	x	x
Cared for a sick or convalescent for two weeks or longer.					x		x	x		x		x		x		
Assumed the care of a baby for one week or longer.		x		x	x			x		x	x		x	x		x
Planned the entire decorative scheme of a room in your home.	x	x					x	x		x		x		x	x	x
Miscellaneous				x				x		x	x				x	

Table 4. (concl.)

Task performed	Student Teachers listed by numbers												
	XVII	XVIII	XIX	XX	XXI	XXII	XXIII	XXIV	XXV	XXVI	XXVII	XXVIII	XXIX
Meal preparation and food purchasing for 1 month or longer		x		x		x		x		x	x		x
Made 5 or more garments for yourself at home within 1 year.	x	x		x	x	x	x	x	x	x	x		x
Made 5 or more garments for other members of your family within 1 year.	x				x			x		x	x		x
Assumed the management of the home for 1 month or more.	x			x				x		x	x		x
Cared for a sick or convalescent for two weeks or longer.									x				x
Assumed the care of a baby for one week or longer.				x	x		x	x		x			x
Planned the entire decorative scheme of a room in your home.	x	x	x	x		x	x	x		x	x	x	x
Miscellaneous													x

and doing the family laundry regularly, landscaping and care for the yard, managing a farm and rearing three boys while the husband was away from home, were each checked once by some student. Those student teachers who were homemakers had experienced nearly every item of homemaking listed.

The students also made a checking of their education and experiences relative to home economics and homemaking (Table 5). In all of the areas, they checked both education and experience higher than education, experience, or neither. Of the total group 54 per cent of the checkings were for both education and experience; 22 per cent for experience only; 12 per cent for education only and 12 per cent for neither education nor experience. The areas that had the highest checkings in both education and experience were foods, community living, and clothing.

Table 5. Student teachers checkings relative to education and/or experience for a selected list of homemaking activities.

Area	:	Education	:	Experience	:	Both	:	Neither
Clothing		13		19		77		9
Foods		27		15		126		7
Child care		8		4		13		3
Family relations		4		6		17		1
Housing		10		31		51		24
Management		10		19		53		13
Health		14		12		14		16
Community Living		16		80		102		29
Total		102		186		453		102
Percent*		12		22		54		12

* of total checkings, 843

The areas and phases of home economics in which student teachers had neither education nor experience, which would indicate lacks or weaknesses in their preparation for student teaching were:

Clothing area:

Planning a wardrobe	1 student
Caring for and repairing a sewing machine	8 students

Food area:

Planning meals for a family	1 student
Purchasing food for a family	1 student
Preserving food	2 students
Being a hostess	2 students
Being a guest	1 student

Child care area:

Guiding children	2 students
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Family relations area:

Contributing to family goals	1 student
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Housing area:

Selecting furnishings	6 students
Arranging furnishings	3 students
Caring for furnishings	6 students
Refinishing furnishings	9 students

Management area:

Housekeeping	2 students
Managing time and energy	2 students

Health area:

Caring for sick at home	8 students
Using first aid practices	10 students

Education and experience in housing, home care of the sick, and first aid practices were lacks for one-third of this group of student teachers.

Though the community living area had a high checking by the students as their having both education and experience in this, there were enough checkings as having neither to warrant further study of this item. In the following phases of community living the checks of neither education nor experiences were:

Participating in a community project	9 students
Knowing and enjoying a person with a different background	2 students
Living harmoniously with persons outside the home	2 students
Guiding a group	1 student
Talking before a group	2 students
Working with our own age group	2 students
Working with a younger group	2 students
Working with an older group	9 students

Obviously the two outstanding lacks were participating in a community project and working with an older group.

A comparison was made of the home economics organizations related to home economics and those not related to home economics of which the student teachers were members (Table 6). The organizations related to home economics were 4-H club, Future Homemakers of America, and college home economics club. Non-related organizations included church groups, scouts, drama and debate, Job's Daughters, Rainbow Girls, and others. Students who belonged to the most organizations were those who rated highest

in their student teaching. The mean for all groups of student teachers ranged from 3.0 to 8.0 organizations. The mean score for the 31 student teachers of this study was 4.3 organizations. Twenty-six of the 31 had belonged to some organization related to home economics. Twenty-nine had belonged to non-related organizations. The two who had not belonged to any organization were Student Teacher XXV, the foreign student, and Student Teacher XXX, a transfer student who came to Kansas State Teachers College for one semester just to obtain her student teaching experience and credit.

Though adequate background in subject matter and homemaking experiences contribute greatly to the success of the student teacher in her student teaching experience, of vital importance to her effectiveness in teaching are those qualities collectively referred to as personality. These vary greatly with individuals and it is the responsibility of a student teacher to make the best of those she possesses and also to develop these and others. In this she needs help from those who are there to help her in becoming a home economics teacher.

The Minnesota Rating Scale of Personal Qualities and Abilities (Appendix) was used to check the student teachers personal qualities and the progress made in the development of these during the student teaching period. The qualities included in the scale were independence, adaptability, management of work, responsibility, resourcefulness, judgment, reaction to criticism, cooperation, standards of work, poise, tact and courtesy, professional attitude, leadership, discretion, command of English, voice, personal appearance, enthusiasm, friendliness, and breadth of contacts.

Table 6. A comparison of the number of organizations participated in by economics student teachers.

		: Related	: Non-related	:	:
Student teacher		: Organizations	: Organizations	: Total	: Mean
Group 1					8.0
no. I	2	9	11		
no. II	2	4	6		
no. III	1	4	5		
no. IV	4	6	10		
Group 2					3.0
no. V	2	3	5		
no. VI	1	2	3		
no. VII	0	3	3		
no. VIII	2	1	3		
no. IX	0	1	1		
Group 3					3.7
no. X	3	3	6		
no. XI	2	4	6		
no. XII	0	1	1		
no. XIII	2	1	3		
no. XIV	1	1	2		
no. XV	2	2	4		
no. XVI	0	2	2		
no. XVII	1	3	4		
no. XVIII	1	1	2		
no. XIX	1	6	7		
Group 4					5.0
no. XX	2	2	4		
no. XXI	3	5	8		
no. XXII	2	2	4		
no. XXIII	2	5	7		
no. XXIV	2	4	6		
no. XXV	1	0	1		
Group 5					3.3
no. XXVI	1	2	3		
no. XXVII	2	2	4		
no. XXVIII	3	0	3		
no. XXIX	1	4	5		
no. XXX	0	0	0		
no. XXXI	1	4	5		

Table 7. Comparison of total ratings of personal qualities and abilities.

Student Teacher	Ratings			Consistent Improvement	Extent of Improvement	Mean Score
	1st	2nd	3rd			
Group 1:						
no. I	6.0	7.9	7.9		1.9	7.3
no. II	6.5	8.0	8.7	x	2.2	7.7
no. III	6.6	7.9	8.3	x	1.7	7.6
no. IV	8.2	8.2	8.6		.4	8.5
Group 2:						
no. V	6.7	7.6	7.8	x	1.1	7.4
no. VI	6.9	6.6	7.5		.6	7.0
no. VII	7.5	7.4	7.9		.4	7.6
no. VIII	7.4	8.1	7.1			7.5
no. IX	7.7	7.7	8.1		.4	7.8
Group 3:						
no. X	7.6	7.5	7.6			7.6
no. XI	7.2	6.5	6.9			6.9
no. XII	7.2	7.3	8.0	x	.8	7.5
no. XIII	7.7	7.0	7.5			7.4
no. XIV	7.3	6.9	6.7			7.0
no. XV	6.8	5.4	6.8			6.3
no. XVI	5.7	7.0	8.0	x	2.3	6.9
no. XVII	7.3	7.4	7.7	x	.4	7.5
no. XVIII	7.6	6.9	8.4		.8	7.6
no. XIX	6.0	6.8	6.8		.8	6.5
Group 4:						
no. XX	6.0	5.2	5.4			5.5
no. XXI	4.8	5.0	5.7	x	.9	5.2
no. XXII	4.3	4.7	5.0	x	.7	4.7
no. XXIII	8.3	7.0	8.9		.6	8.1
no. XXIV	6.3	6.6	6.9	x	.6	6.6
no. XXV	5.3	5.3	5.7		.4	5.4
Group 5:						
no. XXVI	4.6	4.8	4.7		.1	4.7
no. XXVII	5.8	4.1	4.6			4.8
no. XXVIII	7.0	5.5	6.1			6.2
no. XXIX	5.0	4.6	4.8			4.8
no. XXX	6.5	5.9	6.4			6.3
no. XXXI	4.6	4.0	4.4			4.3
Mean Score for Total						6.7

Each had three levels of competence described and a ten point gradation. A student teacher was rated three times on this scale. The mean total score was determined for each person and tabulated in Table 7. A comparison of the three scores of each individual was made noting whether or not a consistent improvement was made each time. Nine of the 31 showed consistent improvement for each succeeding rating but this was generally small. In the range of improvement the greatest gain between 1st and 3rd ratings was made by Student Teacher II with 2.2 points gained and Student Teacher XVI with 2.3 points gained. Of the total group 19 showed definite gain with a mean of 0.8 point, two held their first score, and 10 regressed in their mean scores.

In the Groups I and II progress was made by all except Student Teacher VIII. She was an older person, having raised a family of three boys before coming to college. Her ratings were comparatively high even though changes were not noted. The student teachers in Group V did not maintain the first impression that they made; as they worked with the pupils and supervisor their ratings dropped (Table 7).

The overall picture for these student teachers indicated small improvement in personality during the period studied. With the exception of two students whose total improvement scored 2.2 and 2.3 points, the range of improvement was from 0 to 1.9 points.

An important consideration in the study of personal qualities and abilities is that of growth during the actual teaching period (Table 8). Group 1 made the greatest progress in judgment;

a gain of 2.50 points for each person. These four--reaction to criticism, cooperation, friendliness, and professional attitude--each showed a gain of 2.25 points per person. The aspect of least gain was command of English with a mean score gain of 0.75 point. In Group 2 those items in which the greatest gain was made were independence and adaptability; each showing a mean score gain of 1.0 for each person. Those showing the least gain were professional attitude and poise with 0.00 scores. Professional attitude showed the greatest growth in Group 3 with 1.10 points per person. Cooperation ranked second with a rating of 0.90. Those items in which the ranking was low were independence and breadth of contacts. Poise and friendliness ranked highest with the members of Group 4, each rating 1.50 points growth. Those items in which very little growth was shown were discretion, tact and courtesy, and enthusiasm with 0.00 scores. Group 5 showed 0.83 point growth in personal appearance and 0.60 point in cooperation and in breadth of contacts. In 15 qualities they made no progress; and in a number they tended to regress.

Considering the groups collectively, the mean growth evidenced for each personal quality in ranking order of the greatest gain to the least was cooperation 0.96 point, friendliness 0.93 point, adaptability 0.84 point, professional attitude 0.77 point, leadership 0.76 point, judgment 0.73 point, resourcefulness 0.71 point, personal appearance 0.71 point, management of work 0.68 point, reaction to criticism 0.64 point,

Table 8. Extent of mean point gain for personal qualities and abilities for each group of student teachers.

Personal qualities and abilities	Group 1	Group 2	Group 3	Group 4	Group 5	Mean Score
Independence	1.00	1.00	0.00	0.17	0.00	0.43
Adaptability	1.75	1.00	.60	0.83	0.00	0.84
Management of work	1.75	0.60	0.20	0.83	0.00	0.68
Responsibility	1.00	0.40	0.30	0.17	0.00	0.37
Resourcefulness	1.75	0.60	0.70	0.50	0.00	0.71
Judgment	2.50	0.40	0.40	0.33	0.00	0.73
Reaction to criticism	2.25	0.40	0.40	0.17	0.00	0.64
Cooperation	2.25	0.80	0.90	0.17	0.66	0.96
Standards of work	1.50	0.60	0.50	0.17	0.17	0.59
Poise	1.00	0.00	0.30	1.50	0.00	0.56
Tact and courtesy	1.50	0.20	0.40	0.00	0.00	0.42
Professional attitude	2.25	0.00	1.10	0.50	0.00	0.77
Leadership	1.75	0.60	0.60	0.50	0.33	0.76
Discretion	1.50	0.40	0.50	0.00	0.00	0.48
Command of English	0.75	0.80	0.80	0.33	0.00	0.54
Voice	1.25	0.60	0.60	0.50	0.00	0.59
Personal appearance	1.00	0.20	0.70	0.83	0.83	0.71
Enthusiasm	1.25	0.20	0.80	0.00	0.00	0.45
Friendliness	2.25	0.40	0.50	1.50	0.00	0.93
Breadth of contacts	1.00	0.60	0.19	0.17	0.66	0.51

standards of work 0.59 point, voice 0.59 point, poise 0.56 point, command of English 0.54 point, breadth of contacts 0.51 point, discretion 0.48 point, enthusiasm 0.45 point, independence 0.43 point, tact and courtesy 0.42 point, responsibility 0.37 point.

Some individuals made as much progress as 5.0 points in friendliness, judgment, management of work, professional attitude, reaction to criticism, resourcefulness, and voice. In each of the twenty qualities there was at least one person who made a gain of 3.0 points.

Consideration of the ratings of the twenty separate personal qualities and abilities indicated that the ratings according to mean scores were relatively close varying only 1.29 points. The ranking was shown in Table 9.

The individual groups of student teachers were quite comparable in highest and lowest ratings. In Group 1, the highest rating was 8.35 for independence and cooperation and the lowest rating was 6.47 for command of English. In Group 2, the highest rating was 8.22 for responsibility and the lowest rating 6.52 was for professional attitude. In Group 3, the highest rating was 7.8 for independence, and the lowest rating was 6.41 for command of English. In Group 4, the highest rating was 6.88 for independence and the lowest rating 4.95 was for command of English. In Group 5, the highest rating was 5.96 for personal appearance and the lowest rating was 4.05 for professional attitude.

The rating scale devised in this study for checking the teaching abilities of the student teachers was arranged in three

Table 9. Ranking of personal qualities and abilities according to mean point scores.

Personal quality or ability	:	Points
Independence		7.24
Responsibility		7.11
Talk and courtesy		7.00
Cooperation		6.96
Adaptability		6.96
Breadth of contacts		6.94
Poise		6.92
Personal Appearance		6.86
Judgment		6.71
Management of Work		6.69
Reaction to criticism		6.66
Voice		6.54
Standards of Work		6.48
Resourcefulness		6.48
Discretion		6.45
Leadership		6.44
Enthusiasm		6.43
Friendliness		6.41
Professional attitude		6.05
Command of English		5.95

descriptive levels for each ability with two degrees of competency in each level (Appendix). The 19 abilities were stated in the form of questions. These were as follows:

1. Are the lessons well planned and executed?
2. What use does she make of the materials of instruction?
3. How does she provide for equipment?
4. How well does she manage time?
5. Does she keep adequate records?
6. Does she care for available illustrative material and books?
7. How does her personality affect people?
8. Does she show initiative and ambition: ability to direct her own activities?
9. How do pupils react to her?
10. What is her attitude toward pupils in school activities?
11. How does she control unexpected situations?
12. What is the atmosphere of her classroom?
13. How does she handle questioning?
14. Does she use demonstrations in her teaching?
15. How does she handle discussion?
16. Does she draw conclusions?
17. Does she show evidence of practical experience in homemaking?
18. Is there evidence of subject matter preparation and mastery?
19. Does she supplement her background for the teaching experience?

These were grouped into four general areas: (1) planning and management, (2) understanding and adjustment to the classroom, (3) teaching techniques, (4) knowledge of subject matter. The scale for rating was one to six points. For each student teacher there were three ratings of each of these teaching abilities.

Table 10. Comparison of total teaching ability ratings and gain made.

Student Teacher	Ratings			Consistent : Improvement:	Extent of Improvement :	Mean : Score :	Total Point Growth
	1st	2nd	3rd				
Group 1:						4.3	
no. I	3.4	4.4	4.5		1.1	4.1	23
no. II	3.3	3.7	5.0	x	1.7	4.0	32
no. III	4.5	4.4	4.9		0.4	4.6	12
no. IV	3.8	4.7	5.0	x	1.2	4.5	25
Group 2:						4.3	
no. V	3.6	4.3	4.7	x	1.1	4.2	22
no. VI	3.4	3.1	3.4		0.0	3.3	6
no. VII	4.5	4.6	4.7	x	0.2	4.6	5
no. VIII	4.4	4.8	4.4		0.0	4.5	7
no. IX	5.0	4.9	4.8		0.0	4.9	4
Group 3:						4.0	
no. X	4.7	4.1	4.0		0.0	4.3	1
no. XI	3.8	3.5	3.5		0.0	3.6	2
no. XII	4.3	4.7	4.3		0.0	4.4	5
no. XIII	4.4	3.8	4.1		0.0	4.1	2
no. XIV	3.8	3.8	4.0		0.2	3.9	8
no. XV	4.1	3.1	4.0		0.0	3.7	10
no. XVI	2.8	4.3	4.6	x	1.8	3.9	34
no. XVII	4.3	4.0	4.1		0.0	4.1	6
no. XVIII	4.2	4.7	4.1		0.0	4.3	7
no. XIX	3.4	3.4	3.5		0.1	3.4	7
Group 4:						3.4	
no. XX	3.0	3.3	3.0		0.0	3.1	5
no. XXI	2.6	3.0	2.9		0.3	2.8	10
no. XXII	2.8	2.8	3.0		0.2	2.9	7
no. XXIII	4.5	5.2	3.5		0.0	4.4	6
no. XXIV	3.2	3.7	3.6		0.4	3.5	13
no. XXV	3.4	3.8	3.4		0.0	3.5	3

Table 10. (concl.)

Student Teacher	Ratings			Consistent Improvement	Extent of Improvement	Mean Score	Total Point Growth
	1st	2nd	3rd				
Group 5:						3.0	
no. XXVI	3.0	2.9	2.6		0.0	2.8	1
no. XXVII	2.7	2.5	2.6		0.0	2.6	0
no. XXVIII	3.8	4.0	3.5		0.0	3.8	2
no. XXIX	2.9	2.5	2.3		0.0	2.6	5
no. XXX	3.5	3.0	3.8		0.0	3.4	11
no. XXXI	3.0	2.6	2.9		0.0	2.8	3
Mean Score for Total						3.8	

The mean total score was determined for each person and tabulated in Table 10. A comparison of the three rating scores was made noting the consistency of improvement, the total number of points gained, and the extent of the mean point improvement.

In considering the individuals in their growth as student teachers during the actual teaching time, it was noted that Student Teacher II of Group 1, the only student on the block plan, made the greatest total number of points in improvement, 32 points in all (Table 10). In contrast Student Teacher VIII in Group 2, the older woman who had raised her family, showed no growth by the rating scale in teaching abilities. Student Teacher IX who put a great deal of time in her preparation for teaching and started at a high level of efficiency showed little growth. In Group 3, Student Teacher XVI was outstanding in improvement as she made a total of 34 points in growth during the teaching period. Her first teaching experience was in a clothing construction unit in Homemaking I. She was poorly prepared in background knowledge and skill and did not realize the necessity for careful planning. She worked very industriously on her second unit for eighth grade in home care of the sick. This unit was more difficult in subject matter and class activities and she had a more difficult group to work with. However, she was prepared for every part of the unit and made an excellent presentation and teaching of the unit.

Table 11. Extent of mean point gain made on each teaching ability checked for each student teacher group.

	Group ; 1 ;	Group ; 2 ;	Group ; 3 ;	Group ; 4 ;	Group ; 5 ;	Mean Score
Area 1: Planning and management	1.41	0.30	0.20	0.05	0.03	0.40
Lesson planning and executing	2.00	0.00	0.90	0.16	0.00	0.61
Use of materials in instruction	1.25	1.00	0.30	0.16	0.00	0.54
Care of equipment	1.25	0.60	0.00	0.00	0.00	0.37
Time management	1.50	0.20	0.00	0.00	0.00	0.34
Keeping Records	1.00	0.00	0.00	0.00	0.16	0.23
Care of illustrative material and books	1.50	0.00	0.00	0.00	0.00	0.30
Area 2: Understanding and adjusting to the classroom	0.96	0.23	0.10	0.01	0.00	0.29
Affect on personality on others	1.00	0.40	0.10	0.00	0.00	0.30
Initiative and ambition	0.75	0.40	0.10	0.00	0.00	0.25
Pupil reaction to her	1.25	0.00	0.40	0.00	0.00	0.33
Attitude toward pupils	1.00	0.00	0.00	0.50	0.00	0.30
Control of unexpected situations	1.00	0.60	0.00	0.50	0.00	0.42
Atmosphere of classroom	0.75	0.00	0.00	0.90	0.00	0.15
Area 3: Teaching Techniques	1.31	0.50	0.42	0.24	0.29	0.55
Ability to question	1.00	0.60	0.50	0.16	0.33	0.52
Ability to demonstrate	1.50	0.20	0.70	0.16	0.66	0.64
Ability to handle discussion	1.00	0.60	0.10	0.66	0.00	0.47
Ability to draw conclusions	1.75	0.60	0.40	0.00	0.16	0.58
Area 4: Knowledge of subject matter	1.00	0.30	0.13	0.28	0.05	0.34
Evidence of practical homemaking experience	1.00	0.20	0.00	0.50	0.00	0.34
Evidence of subject matter mastery	1.00	0.00	0.30	0.00	0.00	0.26
Supplements background	1.00	0.40	0.10	0.33	0.16	0.42

The ranking of the four areas of teaching abilities by mean total score was:

Planning and management	4.3 points
Understanding and adjusting to classroom	4.3 points
Teaching techniques	3.4 points
Knowledge of subject matter	3.0 points

In comparing the lacks from the standpoint of mean total scoring with mean total growth, it was observed that while the areas of planning and management, and understanding and adjusting to the classroom were rated top in mean total scores, the greatest growth was in the teaching techniques area, (Table 11). The mean total scores rated drawing conclusions lowest, Table 12) and the mean total growth rated keeping records and atmosphere of the classroom lowest, Table 11).

Although every student but one made some growth on one or more abilities there was room for greater improvement by each person within each group.

In reviewing the mean group scores of this rating scale it was readily noticeable that the growth made by Group 1 was definitely more than that made by any other group (Table 10). Within this group the ability showing the greatest growth by the students was planning and executing lessons. Also rating high in growth was their ability to draw conclusions. The two abilities showing the least progress by the students were showing initiative and ambition, and atmosphere of the classroom. Of the four areas of the rating scale, the one in which students made the most progress was planning and management. The growth

exhibited by Group 2 was much smaller than for Group 1, with several abilities showing no improvement made. The ability showing greatest point gain was the use of materials of instruction. The area in which this group seemed to make the greatest improvement was teaching techniques. Group 3 as a whole showed little growth in teaching abilities. The ability in which the group showed the most growth was lessons with a mean group score of 0.9 point. The area showing greatest progress by the students was teaching techniques. Progress was made by Group 4 on all the abilities in the area of teaching techniques except ability to draw conclusions. In the area of planning and management some improvement was made in planning and executing lessons and in the use of the materials of instruction. Group 5 was extremely low in the progress shown in all the abilities. None was evidenced in the area of understanding and adjusting to the classroom. Some progress was made in the area of teaching techniques except the one ability, handling discussion.

According to the mean total scores of the student teachers the area in which the greatest progress was made was teaching techniques. The planning part or first three abilities of the area, planning and management, ranked second. The area of understanding and adjusting to the classroom indicated the least growth by the students. In one ability of this category they were particularly low. It was the atmosphere of the classroom.

Considering the groups as a whole, the mean growth evidenced for each teaching ability in ranking order from greatest gain to the least was ability to demonstrate 0.64 point, lesson planning

and executing 0.61 point, ability to draw conclusions 0.58 point, use of materials of instruction 0.54 point, ability to question 0.52 point, ability to handle discussion 0.47 point, control of unexpected situation 0.42 point, supplements background 0.42 point, care of equipment 0.37 point, evidence of practical home-making experience 0.34 point, time management 0.34 point, pupil reaction to her 0.33 point, care of illustrative material and books 0.30 point, effect of personality on others 0.30 point, attitude toward pupils 0.30 point, evidence of subject matter mastery 0.26 point, initiative and ambition 0.25 point, keeping records 0.23 point, atmosphere of classroom 0.15 point.

Although the student teachers as a group rated low on understanding and adjusting to the classroom, some individuals rated high in this area and showed much improvement in it. Student Teacher III had a mean rating of 5.3 points in this area. In pupil reaction she achieved a rating of 6.0 points. She worked with a coed class in seventh grade with exceptional success. She rated 5.0 or 6.0 points on each ability on the first checking and raised the rating on half of them to the total of 3.0 points gained by the third checking. Student Teacher VIII also had a superior rating in the area of understanding and adjusting to the classroom with 5.3 rating. Her previous experience in rearing three boys made her especially successful in working with junior high school boys; however, only 1.0 point of growth was evidenced for her in this area. Student Teacher IV had a mean score of 5.1 in this area. She rated high consistently on all three checking and growth was a total of 5.0 points for the area during the

teaching period. Student Teacher XXIII had three of the six ratings in this area of teaching abilities that were superior. She showed 1.0 point growth between the first and second ratings but tended to drop on four of the abilities on the third rating.

Student Teacher IX rated high consistently in the areas of planning and management, understanding and adjusting to the classroom, and teaching techniques. All mean ratings were 4.7 to 5.7. The most growth 2.0 points, was shown in the area of planning and management. In understanding and adjusting to the classroom she improved 1.0 point. In her ratings in the teaching techniques she had 5.0 points each rating period. In the area of teaching techniques some growth was made by Student Teacher V; her growth in the total of these abilities was 3.0 points. She was particularly outstanding in discussion technique, starting with 5.0 points she rated 6.0 points on the final checking. Student Teacher X rated high in demonstration technique. She had been a homemaker for a number of years and was especially skillful in giving demonstrations with ease. She rated superior at all three rating periods.

Three out of the four students in Group 1 were among the eight top rating students on the Minnesota Rating Scale of Personal Qualities and Abilities. Two of this group were among the seven top rating students on the rating scale for teaching abilities. The five lowest ranking students on both scales were from groups 4 and 5. Student Teachers XVI, II, I, and III, and V, according to total points, made the greatest improvement in both personal qualities and teaching abilities. Student teachers

XXVIII, XIII, XIV, XXX and XXXI made the least growth.

Indications of strengths and weaknesses, as indicated by a comparison of the total mean scores of the student teachers for each teaching ability was determined from Table 12.

Table 12. Ranking of teaching abilities according to mean point scores.

	Points
Use of materials in teaching	4.04
Keeping adequate records	3.94
Planning and executing lessons	3.92
Pupils reaction to her	3.90
Time management	3.88
Effect of personality on others	3.88
Use of demonstration in teaching	3.88
Show of initiative and ambition	3.87
Atmosphere of classroom	3.86
Ability to question	3.80
Evidence of subject matter mastery and preparation	3.73
Care of illustrative materials	3.72
Control of unexpected situations	3.72
Attitude toward pupils	3.70
Ability to lead discussion	3.65
Evidence of practical experience	3.61
Care of equipment	3.58
Ability to draw conclusions	3.57
Recognizing need for supplementing background	3.43

The range of difference between the highest and lowest ratings was .47 point, with the use of materials in teaching rating highest and recognizing need for supplementing background rating lowest.

SUMMARY

The needs of home economics student teachers as evidenced in the course, Secondary School Teaching, was a study of 31 student teachers at the Kansas State Teachers College of Emporia

over a period of four semesters. Though the study was limited in scope there were indications of needs of students that should be met by the college and especially the home economics curriculum and the course in Secondary School Teaching.

The completion of a number of home economics courses that included as nearly as possible all areas of home economics previous to their student teaching seemed to be an asset to these teachers. This was particularly evidenced by those students making the highest course grades. Experiences in the areas of homemaking in which the student teachers were teaching appeared also to strengthen their background for teaching. Home economics student teachers would doubtless profit from having completed as many and varied courses in home economics as possible before undertaking their student teaching. Early in the college career of these students they should be helped to appraise their background of homemaking experiences in order to have an opportunity to make up any of the indicated deficiencies.

The fact that the course, Vocational Home Economics, had been taken by all of the students ranking highest in course grades in Secondary School Teaching was worth noting. Because of the nature of the course, its completion before doing student teaching should be helpful to a home economics student teacher and might well be a pre-requisite for student teaching in this field.

The need for home economics teachers to have certain personal qualities and abilities well developed is generally recognized by home economists and teacher educators. These qualities and

abilities as given in the Minnesota rating scale that was used in this study were: independence, adaptability, management of work, responsibility, resourcefulness, judgment, reaction to criticism, cooperation, standards of work, poise, tact and courtesy, professional attitude, leadership, discretion, command of English, voice, personal appearance, enthusiasm, friendliness, and breadth of contacts.

The student teachers varied widely in these personal qualities and abilities as well as in the growth made in these. Qualities in which the student teachers ranked highest were independence, responsibility, and tact and courtesy. Those abilities in which they ranked lowest were professional attitude and command of English. The traits for which the greatest improvement by the group was shown were cooperation, friendliness, and adaptability. The traits for which the least improvement was shown were tact and courtesy and responsibility. Individually and collectively the improvement in these was small. It may be that the student teaching period was too brief a time for much change in personality to take place.

Also the student teaching period may be late in the student's undergraduate training to accomplish much in this regard.

Provisions should be made by the college early in the students' college years to help them develop the personal traits needed for success in teaching and those in which they are weak. Special attention should be given to improving the students' command of English and long before they are doing their student teaching. In the course, Secondary School Teaching, more recog-

nition and emphasis should be placed on the development of the needed personal qualities and abilities.

The development of certain teaching abilities is another important factor in becoming successful home economics teachers. The abilities listed in the rating scale used in this study were:

Area 1: Planning and management

- (a) Planning and executing lessons
- (b) Using the materials of instruction
- (c) Care of equipment
- (d) Time management
- (e) Keeping of records
- (f) Care of illustrative material and books

Area 2: Understanding and adjusting to the classroom

- (a) Effect of personality on others
- (b) Initiative and ambition
- (c) Pupils' reaction to her
- (d) Attitude toward pupils
- (e) Control of unexpected situations
- (f) Atmosphere of classroom

Area 3: Teaching techniques

- (a) Ability to question
- (b) Ability to demonstrate
- (c) Ability to lead discussion
- (d) Ability to draw conclusions

Area 4: Knowledge of subject matter

- (a) Evidence of practical experience

- (b) Evidence of subject matter mastery and preparation
- (c) Recognizing need for supplementing background

The student teachers varied in their teaching abilities and improvement made in these according to the ratings on the scale. The group as a whole made improvement in all of the abilities through individually the amount of growth varied with the person and the ability. However, the improvement made by the group in these teaching abilities was not great. There was much room for improvement for the group in all of the abilities.

In teaching abilities the student teachers rated highest in using the materials for teaching and lowest in recognizing need for supplementing background. In the areas of these abilities they rated highest in planning and management and lowest in knowledge of subject matter; however the rating difference between the two was only 1.3 points. Considering the growth made during the teaching period, the greatest was shown in the area of teaching techniques and the area ranking lowest in this respect was understanding and adjusting to the classroom. In comparing the ratings made by the individual student teachers for personal qualities and those made on teaching abilities it was noted that the majority of those who rated highest in personal qualities also rated highest in teaching abilities. The same was true concerning those who rated lowest. Here again the shortness of the student teaching period may be an important factor in determining the extent of the development of needed teaching abilities.

More emphasis should be placed in the home economics section of the course Secondary School Teaching on the developing of the teaching abilities of this study. This should be started at the very beginning of the course and carried on throughout the course. the instruction should be both individual and group and should be an important aspect of the course. Further study should be made of better ways to develop these abilities and of others that might well be added to the list.

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A P P E N D I X

Instruments used in this study:

1. Personal Data Sheet
2. Student's General Information Sheet
3. Minnesota Rating Scale for Personal Qualities and Abilities
4. Rating Scale of Teaching Abilities for Student Teacher

PERSONAL DATA SHEET
Homemaking Student Teachers
K. S. T. C., Emporia

Student's Name: _____

Date of student teaching experience: _____

Age: _____ Number in your family including parents: _____
Your rank in family: (example: second eldest) _____

Location of home: (rural, suburban, urban) _____

1. High school attended: _____ Year of graduation: _____

2. Approximate enrollment: _____

3. Home economics courses taken in high school:

<u>Year in school</u>	<u>Name of course</u>	<u>Grade received</u>
-----------------------	-----------------------	-----------------------

1. _____

2. _____

3. _____

4. _____

4. Home economics courses taken in college:

<u>Name of college</u>	<u>Name of course</u>	<u>Grade received</u>
------------------------	-----------------------	-----------------------

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

5. What organizations related to home economics have you participated in?

Give projects completed age honors received

- 4-H Club
- FHA
- College Home
 Economics Club
- Others (please
 name)

6. What experiences in other organizations have you had that you believe have definitely contributed to your qualifications for teaching?

Check the following list and add any others:

- | | |
|--|-----------------------------|
| <u> </u> Sunday school teacher | <u> </u> Theta Rho |
| <u> </u> Bible school teacher | <u> </u> Job's Daughters |
| <u> </u> Officer in church youth groups | <u> </u> Rainbow Girls |
| <u> </u> Girl Scouts | <u> </u> Campfire Girls |
| <u> </u> Debate team | <u> </u> _____ |
| <u> </u> Drama club | <u> </u> _____ |
| | <u> </u> _____ |

7. List any special home responsibilities you have assumed. (These should be great enough in scope and for a long period of time to be a definite learning experience.)

- Meal preparation and food purchasing for 1 month or longer.
 - Made five or more garments for yourself at home within one year.
 - Made five or more garments for other members of your family within one year.
 - Assumed the management of the home for 1 month or more.
 - Assumed the care of the home for one month or more.
 - Cared for a sick or convalescent for two weeks or longer.
 - Assumed the care of a baby for one week or longer.
 - Planned the entire decorative scheme of a room in your home.
- _____
- _____

STUDENT'S GENERAL INFORMATION SHEET

WHAT EXPERIENCES AND EDUCATION HAVE I HAD RELATIVE TO HOME ECONOMICS?

Use the following phrases to check each of the listed activities. They are to indicate whether you have had education, experience, both or neither for the following homemaking activities.

- Column 1: I have had education but little or no experience.
 Column 2: I have had some experience but no education.
 Column 3: I have had considerable education and experience.
 Column 4; I have had little or no education and experience.

	Education	Experience	Both	Neither
CLOTHING AREA:				
1. Planning a wardrobe				
2. Buying clothing				
3. Constructing clothing				
4. Caring for and repairing a sewing machine				
FOODS AREA:				
1. Planning meals for a family				
2. Purchasing food for a family				
3. Preparing and serving meals				
4. Preserving food				
5. Being a hostess				
6. Being a guest				
FAMILY LIVING AREA:				
1. Guiding children				
2. Contributing to family goals				
3. Selecting furnishings				
4. Arranging furnishings				
5. Caring for furnishings				
6. Refinishing furniture				
7. Housekeeping				
8. Managing time and energy				
9. Managing money				
10. Caring for sick at home				
11. Using first aid practices				
COMMUNITY LIVING AREA:				
1. Participating in a community project				
2. Knowing and enjoying a person with a different background				
3. Live harmoniously with persons outside the family				
4. Guiding a group				
5. Talking before a group				
6. Working with own age group				
7. Working with a younger group				
8. Working with an older group				

MINNESOTA RATING SCALE FOR PERSONAL QUALITIES AND ABILITIES

University of Minnesota—Division of Home Economics

Devised under the Direction of CLARA M. BROWN by the Faculty and Graduate Students of the Division of Home Economics

Rating of			Rated by					Date		Score	
1	2	3	4	5	6	7	8	9	10	Score	
1. Independence —Demands too much help and attention.			Goes ahead with little help on work already planned but has difficulty in originating plans.				Self-confident and works out problems alone or with slight assistance. Has courage of convictions.			1)	
2. Adaptability —Resents changes or adjusts slowly to new situations.			Accepts changes in procedures; fairly successful in making adjustments.				Recognizes when changes are needed; makes satisfactory adjustments.			2)	
3. Management of Work —Over-emphasizes details or ignores them. Work not completed on time.			Usually organizes details of work in relation to whole problem. Work generally completed on time.				Gets things done efficiently and on time.			3)	
4. Responsibility —Careless, not dependable; often tardy or absent.			Reliable and punctual; makes up time lost by absence.				Stimulated by responsibility and carries it well, even under difficulties. Always on time.			4)	
5. Resourcefulness —Helpless in difficult situations.			Usually figures out a way to handle a situation.				Reacts quickly and wisely in emergencies.			5)	
6. Judgment —Indecisive, disregards important facts or makes snap judgments. Lacks sense of values.			Usually satisfied with own decisions but may be unable to justify them. Sometimes fails to weigh values.				Reaches satisfactory decisions. Can support them with sound arguments.			6)	
7. Reaction to Criticism —Resents suggestions or is discouraged by criticism.			Accepts advice, but not always able to utilize suggestions well.				Invites constructive criticism; utilizes it intelligently.			7)	
8. Cooperation —Tries to get the easiest job; antagonizes others.			Carries own share of work; does not antagonize others.				Always carries own share of load regardless of reward. Works well with others.			8)	
9. Standards of Work —Poor, inaccurate; shows little improvement.			Attains average results; shows a moderate degree of improvement.				Maintains standards required in situation; shows consistent improvement.			9)	
10. Poise —Ill at ease or lacks self-control. May have nervous mannerisms.			Usually at ease although upset by unexpected situations.				Apparently at ease and self-possessed even in trying situations.			10)	
11. Tact and Courtesy —Lacks refinement; rude, inconsiderate, or intolerant.			Fails to observe some social conventions. Usually considerate of others.				Observes social conventions; tolerant and considerate of others.			11)	
12. Professional Attitude —Indifferent toward professional matters or opportunities.			Shows moderate interest in profession.				Makes the most of professional opportunities; maintains high ethical standards.			12)	
13. Leadership —Remains in background; never initiates and seldom participates in group activities.			Shows some ability in directing group activities but may fail to maintain interest of other people.				Stimulates effort in others; manages group activities successfully; makes things go.			13)	
14. Discretion —Speech or behavior indiscreet.			Usually acts with discretion.				Loyal, above gossip; circumspect in personal conduct.			14)	
15. Command of English —Very limited vocabulary; makes frequent errors in grammar or expresses ideas poorly.			Average vocabulary; occasionally makes errors in grammar; expresses ideas fairly well.				Extensive vocabulary; excellent command of English; conveys ideas clearly and effectively.			15)	
16. Voice —Disagreeable or difficult to hear or to understand.			Fairly pleasing; generally distinct and loud enough to be heard.				Pleasing, well modulated, loud enough to be heard easily.			16)	
17. Personal Appearance —Poorly groomed; clothes unbecoming or inappropriate; poor posture.			Reasonably well groomed; clothes becoming and appropriate; fairly good posture.				Immaculate; clothes show discriminating taste; very good posture. Impresses people favorably.			17)	
18. Enthusiasm —Apathetic, indifferent, unresponsive.			Shows animation in some situations.				Characteristically vivacious, animated, and cheerful.			18)	
19. Friendliness —Avoided by others. Too reserved or too effusive.			Liked by others, but makes a limited number of new acquaintances.				Sought by others; shows sympathetic interest in them and their problems.			19)	
20. Breadth of Contacts —Very narrow.			Concerned with limited number of interests. Participates in one or two social activities.				Participates in several social activities; attends lectures, concerts, plays; has hobbies.			20)	
Total										_____	
(To find score, divide by number of points checked.) Score										_____	

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DATE:

RATING SCALE OF TEACHING ABILITIES FOR STUDENT TEACHER

CODE:

ARE THE LESSONS WELL PLANNED AND EXECUTED?	Confused about where to begin and what to do.	Lessons fairly well planned and executed.	Interesting lessons show evidence of such careful planning pupils respond with purposeful activity.
WHAT USE DOES SHE MAKE OF MATERIALS OF INSTRUCTION?	Uses text book only.	Supplements textbook to some extent.	Makes excellent use of wide variety of text books and other source materials.
HOW DOES SHE PROVIDE FOR EQUIPMENT?	Neglects equipment; room disorderly.	Keeps necessary equipment and room in order.	Excellent care of equipment and room.
HOW WELL DOES SHE MANAGE TIME?	Work not completed on time.	Undue time spent on manipulative work.	Work completed on time. Time profitably spent.
DOES SHE KEEP ADEQUATE RECORDS?	Fails to see the need for recording.	Mediocre and sketchy.	Complete and promptly made.
DOES SHE CARE FOR AVAILABLE ILLUSTRATIVE MATERIAL & BOOKS?	No care given to prevent loss or damage.	Some care and arrangement. Put away promptly.	High standards of orderliness and convenience. Has class share responsibility.
HOW DOES HER PERSONALITY AFFECT OTHER PEOPLE?	Antagonizes and irritates others.	Gets along reasonably well.	Especially harmonious, friendly and pleasing in relations with others.
DOES SHE SHOW INITIATIVE AND AMBITION; ABILITY TO DIRECT HER OWN ACTIVITIES?	Requires prodding to get her to work; shirks responsibility.	Works cheerfully under supervision but requires occasional help.	Finds things to do without supervision and works on own initiative.
HOW DO PUPILS REACT TO HER?	Pupils dislike her and show little interest in	Pupils respond well to suggestions; have fair	Pupils are eager, alert, interested.

WHAT IS HER ATTITUDE TOWARD PUPILS : IN SCHOOL ACTIVITIES?	Dominates, decides all assignments.	Encourages pupil participation in classroom work to some extent.	Encourages pupil initiative and participation; remains in the background but guidance is evident.
HOW DOES SHE CONTROL UNEXPECTED SITUATIONS?	Baffled, helpless, blunders, poor decisions, loses control.	Meets emergencies fairly well, pupils obedient.	Anticipates emergencies; prevents problems; pupils alert, actively engaged.
WHAT IS THE ATMOSPHERE OF HER CLASSROOM?	Atmosphere depressing, dull, prosaic.	Atmosphere comfortable, Pupils feel at home.	Atmosphere lively, sparkling, good humor present.
HOW DOES SHE HANDLE QUESTIONING?	Questions vague, poor wording, mostly recall, answers show little thought.	Aim definite, pupils follow without realizing goal.	Aim clear to teacher and pupils.
DOES SHE USE DEMONSTRATIONS IN TEACHING?	Need for demonstration not recognised.	Demonstration in teaching not particularly effective.	Demonstration given at opportune time, skillfully carried out; effective teaching.
HOW DOES SHE HANDLE DISCUSSION?	Aimless, class is bored.	Discussion interesting, may be irrelevant at times but worthwhile.	Vitally related to pupils needs and interests and subject matter.
DOES SHE DRAW CONCLUSIONS?	No conclusions drawn.	Teacher draws conclusions, pupils listen.	Teacher directs and aids pupils in drawing accurate conclusions.
DOES SHE SHOW EVIDENCE OF PRACTICAL EXPERIENCE IN HOMEMAKING?	Evidence is meager, lack is a handicap.	Shows skill in some areas. Recognizes the importance & need for supplementary experiences.	Skillful in many areas and aptly applies experience to her teaching.
IS THERE EVIDENCE OF SUBJECT MATTER PREPARATION & MASTRY?	Insufficient; unable to adapt without help.	Sufficient, needs some assistance in adapting.	Superior; able to adapt to pupil needs.
DOES SHE SUPPLEMENT HER BACKGROUND FOR THE TEACHING EXPERIENCE?	Recognises little need for additional background.	Follow up some suggestions for enrichment of background.	Voluntarily enriches own experience and background.

THE NEEDS OF HOME ECONOMICS STUDENT TEACHERS AS EVIDENCED
IN THE COURSE SECONDARY SCHOOL TEACHING
AT KANSAS STATE COLLEGE AT EMPORIA, KANSAS

by

THEDA FAYNE INSLEE ASHLEY

B. S. Kansas State College
of Agriculture and Applied Science, 1943

AN ABSTRACT OF A THESIS

submitted in partial fulfillment of the

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OF AGRICULTURE AND APPLIED SCIENCE

1958

The purpose of this study was (a) to ascertain the students' needs relative to student teaching that were evidenced in the section of the course, Secondary School Teaching, for home economics students at Kansas State Teachers College at Emporia and (b) to suggest possible ways of meeting these needs. The data were obtained by means of personal data sheets, general information sheets, and two rating scales, one of which was for personal qualities and abilities and the other for teaching abilities. Thirty-one home economics student teachers were the subjects involved in the study which extended over a period of four semesters, while the students were enrolled in the course Secondary School Teaching. The resulting information was tabulated and summarized.

The completion of a number of home economics courses that included as nearly as possible all areas of home economics previous to their student teaching seemed to be an asset to the student teachers. Experiences in the areas of homemaking in which the student teachers were teaching also appeared to strengthen their background for teaching. There were indications too that the completion of the course, Vocational Home Economics, had been helpful to a number of the students and might well be a prerequisite for student teaching.

Qualities that the student teachers ranked highest in were independence, responsibility, and tact and courtesy. Those in which they ranked lowest were professional attitude and command of English. Those for which the greatest improvement by the group of student teachers was shown were cooperation, friendliness, and adaptability. Those for which the least improvement was

shown were tact and courtesy and responsibility. Growth by individuals in the various personal qualities and abilities varied to some extent. However individually and collectively the improvement in these was relatively small.

Provisions should be made by the college early in the students' college years to help them develop the personal traits needed for success in teaching and those in which they are weak. Special attention should be given to improving the students' command of English and long before they are doing their student teaching. In the course, Secondary School Teaching, more recognition and emphasis should be placed on the development of the needed personal qualities and abilities.

The student teachers varied in their teaching abilities and the improvement made in them according to the ratings on the scale. The group as a whole made some improvement in all of the abilities though individually the amount of growth varied with the person and the ability. However there was much room for improvement for the group in all of the abilities.

In teaching abilities the student teachers rated highest in using the materials for teaching and lowest in recognizing need for supplementing background. In comparing the ratings made on teaching abilities it was noted that the majority of those who rated highest in personal qualities also rated highest in teaching abilities. The same was true concerning those who rated lowest.

More emphasis should be placed in the home economics section of the course Secondary School Teaching on the developing of the

teaching abilities of this study. This should be started at the beginning and carried on throughout the course. The instruction should be both individual and group and be an important aspect of the course. Further study should be made of better ways to develop these abilities and of others that might well be added to the list.